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**STATE BOARD of ELEMENTARY and SECONDARY EDUCATION**

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

July 27, 2010

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Member-at-LargePenny Dastugue  
Member-at-Large

To: Mr. Denis A. Rousselle, Superintendent  
Plaquemines Parish School Board

From: Jeanette B. Vosburg, Executive Director *J. Vosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 038-111

Title: Prekindergarten Program for "At-Risk" Four Year Olds

Allocation: \$139,293.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

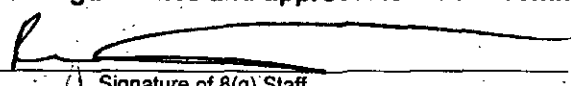
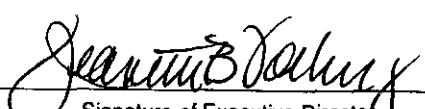
Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

c: Pam Munsterman

Jeanette B. Vosburg  
Executive DirectorPaul Pastorek  
State Superintendent

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

<b>Agency:</b>		Plaquemines Parish School Board		<b>Parish:</b>		Plaquemines	
<b>Agency Head:</b>		Denis A. Rousselle		<b>Project Administrator:</b>		Pam Munsterman	
<b>Title:</b>		Superintendent		<b>Title:</b>		Director of Elementary Education	
<b>Agency Fiscal Agent/ Budget Contact:</b>	<b>Name</b>	Andrea Stanifer		<b>Address:</b>	<b>Street/ P.O.</b>	1484 Woodland Highway	
	<b>Title</b>	Assistant Accountant			<b>City/ State/ Zip</b>	Belle Chasse, LA 70037	
<b>Phone:</b>		504-595-6316	EXT.	<b>Phone:</b>		504-595-6363	EXT.
<b>Fax:</b>		504-392-4973		<b>Fax:</b>		504-398-9990	
<b>E-Mail:</b>		astanifer@ppsb.org		<b>E-Mail:</b>		pmunsterman@ppsb.org	
<b>Funding Requested for 2010-2011</b> (round to the nearest dollar)				<b>Focus Area of Project</b>			
\$ 139,293.00 ✓				<b>Focus Area 1</b> <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. Local monies \$34,783					
<b>TO BE COMPLETED BY BESE STAFF</b>							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
7/26/10 Date		 Signature of 8(g) Staff					
<input checked="" type="checkbox"/> Request Approved		<b>Assigned Log #</b> 038-111 ✓		Date Received in BESE Office <b>RECEIVED</b> JUL 22 2010 Board of Elementary and Secondary Education			
7-26-2010 Date		 Signature of Executive Director					

<b>Title of Project</b> (8 words or less)	Prekindergarten Program for "At-Risk" Four Year Olds		
<b>Purpose of Grant</b> (1 sentence)	To provide four year olds with developmentally appropriate practices utilizing language and literacy experiences.		
<b>Number and Description of Students To Be Served</b>	36-40 four year olds; one year younger than the kindergarten entrance age		
<b>Project Implementation Date</b> (with students)	August 10, 2010	<b>Project Ending Date</b> (with students)	May 20, 2011
<b>Project Sites and Personnel</b> (List all participating schools and the primary person responsible for implementing the project at each school.)			
School Site Code (found in School Directory)	School	School-Level Personnel	
		Name	Title/Position
1 038010	Belle Chasse Primary	Shirley Blackman	Teacher
2 038010	Belle Chasse Primary	Christine Guilbeau	Teacher
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
<b>Proposal Preparation</b> (List school-level personnel involved in the preparation of this proposal.)			
Name	Title/Position	School	
Patricia Haydel	Principal	Belle Chasse Primary	
Anna Lincoln	Curriculum Specialist	Belle Chasse Primary	
Shirley Blackman	PreK Teacher	Belle Chasse Primary	
Christine Guilbeau	PreK Teacher	Belle Chasse Primary	

### Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

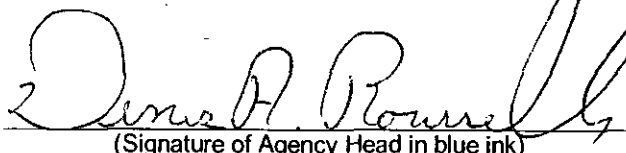
I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Denis A. Rousselle

(Print Name of Agency Head)



(Signature of Agency Head in blue ink)

OKB2  
7/21/10  
(Date)

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Summary Page 1**  
**2010-2011**

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$112,453 ✓
EMPLOYEE BENEFITS (200)	\$24,776 ✓
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	
PURCHASED PROPERTY SERVICES (400)	
OTHER PURCHASED SERVICES (500)	\$792 ✓
SUPPLIES (600)	\$1272 ✓
PROPERTY (700)	
✓ <b>TOTAL COST</b> (Round to nearest dollar)	\$139,293 ✓

**Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.**

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 2**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	\$112,453
	120	Salaries-Temporary	
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		<b>Object Code Total</b>	<b>\$112,453</b> ✓

**BUDGET NARRATIVE:** Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

**Important**

*All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.*

*All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.*

Name/Position	Certification # & Area	Contracted Yearly Salary	Amt. Paid by 8(g) Grant
Shirley Blackman BCP Teacher	A - 034779 Nursery School	\$51,560	\$41,248 80%
Tremica Howard BCP Paraprofessional	54 College Hours	\$20,090	\$16,072 80%
Christine Guilbeau BCP Teacher	B - 077381 Nursery School	\$47,909	\$38,327 80%
Lynore Thompson BCP Paraprofessional	Met required ParaPro score	\$21,007	\$16,806 80%

\$140,566

\$112,453 ✓

*Approximately 80% of the teacher and paraprofessional salaries are covered by 8(g) funds. The balance is covered by local monies. Should salaries be less than projected, 8(g) funds will be utilized to pay a higher percent. Should salaries be greater than projected, 8(g) funds will pay a smaller percent*

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 3**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	\$1,660 ✓
	230	Retirement Contributions	\$23,116 ✓
	260	Workmen's Compensation	
		<b>Object Code Total</b>	<b>\$24,776 ✓</b>

**BUDGET NARRATIVE:** Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

Name & School	20.2% Retirement		1.45% Medicare	
	Total	Amount paid by 8(g)	Total	8(g)
Blackman BCP (T)	\$10,915	\$8,732	\$784	\$627
Howard BCP (P)	\$4,058	\$3,247	\$291	\$233
Guilbeau BCP (T)	\$9,678	\$7,742	\$695	\$556
Thompson BCP (P)	\$4,243	\$3,395	\$305	\$244

*Approximately 80% of the teacher and paraprofessional retirement benefits are covered by 8(g) funds. The balance is covered by local monies. Should benefits be less than projected, 8 (g) funds will be utilized to a pay a higher percent. Should benefits be greater than projected, 8(g) funds will pay a smaller percent.*

\$24,776.00 ✓

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 6**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	\$440
	530	Telephone and Postage	
	550	Printing and Binding	
	580	Travel (In-State)	\$352
		<b>Object Code Total</b>	<b>\$792</b>

**BUDGET NARRATIVE:** Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

Two teachers to attend state PreK conference:

- Registration fee - \$140
- Lodging - \$212

Field trip transportation for 2 classes: \$145

Entry fees to zoo: 44 @ \$5.00 = \$220

Outreach field trip: \$75

\$352.00 ✓

\$446.00

Attendance at this conference will help ensure teachers accumulate knowledge and develop the skills needed to provided academic success for students. Field trips are wonderful opportunities to take children to places they may never see otherwise. They can explore and observe the world around them.



**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 7**  
**2010-2011**

<b>Object Code</b>	<b>Object Sub-Code</b>	<b>Expenditure Category</b>	<b>Amount Requested</b>
600		Supplies	
	610	Materials and Supplies	<b>\$1272</b>
	640	Textbooks (or allowable textbook substitutes)	
		<b>Object Code Total</b>	<b>\$1272</b> ✓

**BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies**

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

**Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)**

Provide a detailed description of purchases: types of items, per unit cost, and justification.

The following is needed to help meet the instructional needs of individual students:

License renewal of the web-based Developing Skills Checklist for 2 classrooms (\$190).

Construction paper, glue, scissors, CDs & players, dramatic play materials, art paper, pencils, crayons, markers, sorting trays, magnetic letters, shapes & numbers, play money, water colors, & science materials for 2 classes. (\$1082)

\$1272.00 ✓

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

### Proposal Narrative Form

2010-2011

#### 1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20:1	10:1	177	390

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Shirley Blackman	Nursery School	A 034779	20
2.	Christine Guilbeau	Nursery School	B 077381	20
3.				
4.				
5.				
6.				

#### 2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$129,313	40	\$139,293	40
Title I	**\$177,152	30	\$67,353	12
Even Start				
Special Education	***\$43,936	59	\$16,420	24
Head Start*	\$312,071	43	\$370,734	42
REAP				
EEF				
Locally Funded	\$9,358	2	0	0
LA 4	\$163,761	35	\$164,821	40
Others				

\* If district is grantee for Head Start

\*\*Title I - \$109,799 was ARRA funds

\*\*\*Special Education - \$27,257 was ARRA funds

**3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.\*** Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

	Brigance Pre-School Screen for Three and Four-Year-Old Children
	Developmental Indicators for the Assessment of Learning (DIAL-R)
X	Developmental Indicators for the Assessment of Learning (DIAL-3)
	Denver Developmental Screening Test
	Early Recognition Intervention Systems (ERISys)
	Battelle Developmental Inventory-Screening Test
	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
	*This agency provides universal access.

*Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.*

**4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students**

**a) Name of the developmentally-appropriate, research-based Curriculum being used:**

Louisiana Comprehensive Curriculum/ Creative Curriculum

**b) Describe the developmentally appropriate curriculum being used:**

Through Louisiana Comprehensive Curriculum activities, teachers guide learning in literacy, math, science, social studies, and the arts, while facilitating the children's social/emotional development. The Creative Curriculum focuses on interest areas, thus, encouraging children to experiment, explore, and pursue their own interests. Teachers meet the needs of all children by addressing content within the context of every day classroom experiences. There is a balance of student initiated and teacher directed activities.

**c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:**

The five developmentally domains are interdependent and incorporated as a whole through developmentally appropriate practices and hands-on learning throughout the classroom interest areas, schedules and routines, choice times, and large/small group times. The cognitive development of math, science, and social studies is built through patterning, block play, chart & graph activities, sand & water play, measuring activities, and number & geometry concepts. Creative arts development is expanded by sparking curiosity and creativity through dramatic play, story retelling, and the art & library centers. Health and physical development starts with 45 minutes of gross motor activities on a daily basis to build large motor skills. Fine motor skills are fostered through manipulatives in center areas. Language and literacy development is incorporated through the library center, writing center, shared reading time, songs & fingerplays, student-teacher conversations, alphabet knowledge, and phonemic awareness. Social and emotional development is enhanced by building children's awareness of their own feelings, feelings of others, behavior regulation, correct social skills, and providing opportunities to experience success.

**d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:**

To strengthen home learning and to support and reinforce school learning, we will partner with families to demonstrate how to help their children acquire the skills, attitudes, and habits needed to do well in school. The following activities will be implemented: parent orientation, parent-teacher conferences, literacy activities, and informational meetings, along with volunteer opportunities. Progress reports, calendars, and newsletters will be sent home on a regular basis. Phone calls, e-mails, notes, and notices will be utilized as needed.

**e) Describe the classroom environment:**

The classroom is attractive, comfortable, and provides homelike touches and cozy spaces. Various interest areas are arranged to offer children multiple opportunities to explore, discover, and grow in an environment that is predictable and familiar. The daily schedule and routines create a sense of order and familiarity, with children knowing what to expect and what is expected of them. Self-esteem is boosted through the positive nature of the classroom environment.

**f) Describe the outdoor playground environment:**

Children spend time outdoors everyday, weather permitting, to take in fresh air, run, jump, and play. Within a fenced area an age appropriate climbing structure is in place with a sidewalk for wheeled toys. Activities are utilized to develop gross motor skills, fine motor skills, and social skills. Pretend play, gross motor equipment, and sand and water materials are brought to the playground as needed.

**g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:**

The focus on interest areas encourages developmentally-appropriate hands-on learning. Students will be challenged just beyond the level of their mastery to promote logical thinking and stimulate creativity and imagination. Through a variety of self-correcting toys, open-ended activities, collectibles, and cooperative games, students will construct and create experiences from simple to complex. In the art and library centers, students will learn to choose and manage various supplies, books, related props, and listening and writing materials independently.

**h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:**

An active writing center, a library center, and a print rich environment will emphasize reading, writing, listening, and story retelling. Songs, fingerplays, nursery rhymes, informal teacher-student conversations, storytelling, read-alouds, and classroom dialogue will expose students to rich vocabulary and language experiences. Students will also participate in shared reading, rhyming, predictable patterns, and phonemic/phonological development activities.

**i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:**

Numeracy activities will include number relations, measurement, geometry, data collection, and patterning. These will be incorporated into interest areas and tray activities around the classroom. Activities include the use of: attribute blocks, unit blocks, magnetic shapes, number lacing cards, play money/cash register, beads and patterns, rulers, tape measures, measuring cups, chart & graph activities, clocks, calendars, puzzles, and books.

**j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)**

Teachers will administer a pre- and post- assessment using the Developing Skills Checklist. The DSC computer component generates instant, individualized, on-demand reports that teachers utilize to plan for individual instruction and guide group instruction. Information and facts are collected through a portfolio format which includes: anecdotal notes, work samples, checklists, and photographs. This format helps determine the instructional needs of individual students.

**k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.**

ECERs influences classroom scheduling, room arrangement, center set-up, and material selection. Portfolio assessment, proper hand washing procedures, toileting procedures, diversity of classroom materials, and the cleaning/storage of mats and bedding reflect ECERs guidelines.

**l) Describe plans for professional development for program staff:**

Professional development will be held throughout the year and will include the following topics: teacher orientation, administration and use of the DSC, ECERs & classroom schedules, interest centers & developmentally appropriate, hands-on activities, curriculum collaboration & professional learning communities, portfolio assessment, and the state PreK conference.

m) Other related information that helps describe the project:

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
Aug. 6, 9, 2010	Teacher Training/Professional Development
Aug. 10-16, 2010	Dial 3 Screening
Aug. 17, 2010	Parent Orientation
Aug. 23-27, 2010	Open House
Sept. 1-30, 2010	Administer DSC Pre-test
October, 2010	Parent Read Night
October, 2010	Vision/Hearing Screenings
Nov. 11, 2010	Parent Conference Day
November, 2010	Parent Literacy Activity
Nov. 17, 2010	District PLC
Jan. 14, 2011	Professional Development Day
January, 2011	PreK State Conference
January, 2011	Math & Science Night
February, 2011	Parent Literacy Activity
Feb. 16, 2011	District PLC
April 19, 2011	Parent Conference Day
April, 2011	Field Trip
May 2-19, 2011	Administer DSC Post-test
May 13, 2011	Family Literacy Day
May 18, 2011	Final update of assessment portfolios
May 19, 2011	Exit Conference
May 20, 2011	Last day for students
Ongoing	Parent Volunteers

o) Attach a sample classroom schedule that meets Bulletin 741 requirements.

# Pre-K Schedule 2010-2011

Teacher:

School:

Time	Activity	Teacher Directed Min. 25%-35%	Student Initiated Min. 35%-45%	Bathroom and Snack 10%	Nap 20%	Planning, Lunch, and Recess
7:30-8:00	Arrival/Greeting/Unpack					
8:00-8:10	Journals-Restroom	5		5		
8:10-8:30	Breakfast	20				
8:30-8:45	Circle Time	15				
8:45-9:00	Music/Movement	15				
9:00-10:10	Centers		70			
10:10-10:25	Whole Group	15				
10:25-10:40	Restroom/Story Time	10		5		
10:40-11:10	Lunch					30
11:10-12:10	Centers		60			
12:10-12:55	Gross Motor - Outside		45			
12:55-1:15	Restroom/Story Time	10		10		
1:15-2:30	Rest Time				75	
2:30-2:55	Snack Time/Pack Up/Review	10		15		
2:55-3:00	Dismissal	5				
390 Minutes	Instructional Day					
TOTAL:	420 minutes total day	105	175	35	75	30

**Reminder:** According to Bulletin 741, schedules should include a minimum of 360 minutes of instructional time exclusive of recess, lunch, and planning periods. The schedule should include the following time allotments:

**Teacher-directed activities 25-35%**

- Whole group activities (no longer Than 15-20 minutes at a time)
- Small group activities
- Outdoor planned activities

**Student-initiated activities 35-45%**

- Learning centers
- Outdoor free play

**Snack, restroom 10%**  
**Nap 20%**

**ECERs-R Requirements:**

**Free play/child-initiated activities:**

- available for a substantial portion of the instructional day
- one third of the instructional day

**Gross Motor Activities:**

- available for at least 45 min. daily

**Music Activities (planned & free choice):**

- available for at least 45 min. daily

## A. Pre-kindergarten programs for at-risk four-year-olds

### 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<p><i>Duplicate this form and list <b>each</b> measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i></p>	<p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p><i>Data should be summarized and analyzed for <b>each</b> of the objectives listed. Attach to the report specific supportive data to document your results.</i></p>
<p><b>Objective 1 of 3</b></p> <p>By May 2011, seventy-five percent of the students participating in the 8(g) prekindergarten program will score within the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist.</p>	<p>DSC post-assessment summary subtest report</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>



## A. Pre-kindergarten programs for at-risk four-year-olds

### 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list <b>each</b> measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for <b>each</b> of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<p><b>Objective 2 of 3</b></p> <p>By May 2011, seventy-five percent of the students participating in the 8(g) prekindergarten program will score within the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist.</p>	<p>DSC post-assessment summary subtest report</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<p><i>Duplicate this form and list <b>each</b> measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i></p>	<p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p><i>Data should be summarized and analyzed for <b>each</b> of the objectives listed. Attach to the report specific supportive data to document your results.</i></p>
<p><b>Objective 3 of 3</b></p> <p>By May 2011, eighty percent of the 8 (g) parents will be involved in partnership with their child's school by attending and/or participating in at least one of the following: parent nights, literacy activities, parent orientation, parent conferences, exit conference, or volunteering.</p>	<p>Sign-in sheets, summarized parent participation chart</p>	<p><b>TO BE COMPLETED FOR END OF YEAR REPORT</b></p>

Name: SHIRLEY ANN BLACKMAN

Certificates or Permits:

☒ **A 034779** Issued:6/25/1979  
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 **C 067677** Issued:5/30/1973  
Valid For: 5/30/1973 - 5/30/1976, Not Valid

Degree(s):

MASTER'S DEGREE PLUS 30 GRADUATE HOURS,  
1977 M.ED., NORTHWESTERN STATE UNIVERSITY  
1973 B.A., NORTHWESTERN STATE UNIVERSITY

General Area(s) Of Certification:

(553) SUPERVISOR OF STUDENT TEACHING, Grade(s):1-12, 8/19/1997  
(402) NONCATEGORICAL PRESCHOOL HANDICAPPED, 6/14/1982  
(425) MILD/MODERATE (1-12), Grade(s):1-12, 3/24/1982  
(441) SEVERE/PROFOUND (1-12), Grade(s):1-12, 3/24/1982  
(103) NURSERY SCHOOL, 3/1/1982  
(101) KINDERGARTEN,  
(436) LEARNING DISABLED, Grade(s):K-12,  
(464) SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED,  
(111) ELEMENTARY GRADES, Grade(s):1-8,  
(6) PIP 6,

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Name: CHRISTINE MARY GUILBEAU

**Certificates or Permits:****B 077381** Issued:11/15/1995  
Valid For: 11/15/1995 - Life, Valid[Print this certificate into PDF file](#)[Print this certificate into HTML page](#)**T 081188** Issued:9/2/1987  
Valid For: 8/1/1987 - 5/31/1988, Not Valid**P 107421** Issued:8/14/1981  
Valid For: 8/14/1981 - 8/14/1986, Not Valid**C 107421** Issued:8/14/1981  
Valid For: 8/14/1981 - 8/14/1984, Not Valid**Degree(s):**

1975 B.S., NICHOLLS STATE UNIVERSITY

**General Areas(s) Of Certification:**

(103) NURSERY SCHOOL, 9/16/1997

(101) KINDERGARTEN, 9/5/1996

(111) ELEMENTARY GRADES, Grade(s):1-8,

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